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ABSTRACT

This report describes the procedures followed in developing classroom observation procedures for use in evaluating the First Year Communication Skills Program (FYCSP) and Instructional Concepts Program (ICP) training systems. The procedures cover the identification of the variables to be measured, development of scales to measure these variables, and the training of observers in the use of these scales. (Author)

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TITLE: THE DEVELOPMENT OF CLASSROOM OBSERVATION PROCEDURES FOR EVALUATING TRAINING

AUTHOR: Ralph Hanson, Jerry Bailey, and Mike Monteiro

ABSTRACT

This report describes the procedures followed in developing classroom observation procedures for use in evaluating the FYCSP and ICP training systems. The procedures cover the identification of the variables to be measured, development of scales to measure these variables, and the training of observers in the use of these scales.

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THE DEVELOPMENT OF CLASSROOM OBSERVATION PROCEDURES FOR EVALUATING TRAINING

Introduction

Prior to using the First Year Communication Skills Program (FYCSP) and Instructional Concepts Program (ICP) in their classrooms, teachers attend training sessions, where they are provided information on the rationale, structure, procedures, and materials of the program. They are also given procedures that will be needed throughout the school year for effective operation of their program.

In developing training systems, prespecified levels of performance are stated. The effectiveness of the training systems is evaluated in terms of these criteria. Based on such evaluations, revisions are made until the acceptable levels of performance are obtained. One procedure used to evaluate training systems is the observation of personnel using SWRL programs in the classroom.

This report discusses the procedures followed in developing measures to observe and record classroom performance of teachers and tutors and the training of observers.

Planning Classroom Observations

There are three basic steps followed in preparation of the classroom observation procedures. These steps are:

1. reviewing the training system materials to obtain a list of specified classroom procedures teachers are asked to follow,
2. devising scales to measure the specified classroom procedures, and
3. training observers to observe and record classroom behavior.

Review of the Training System

The first step in planning for the classroom observations is to review the content and objectives of each specific training system. The purpose of this review is to formulate a precise list of behaviors that have been recommended for use by teachers in conducting each aspect of the program (i.e., Class Record Sheets, assessment procedures, etc.). As part of this review, notations were made of the frequency with which each behavior appears and its location in the training system. This list is then presented for review to staff members involved in developing the training systems in order to resolve any contradictions or ambiguities identified in the behaviors specified. Upon completion of the review by the training system development staff, the list is revised and finalized. Those behaviors related to each aspect of program training along with their location in the training system materials and their frequency of occurrence are specified. An example of this final list of teacher behaviors for ICP is included in Appendix A.

Development of Scales

The next step in the development of classroom observations is to devise scales that will be used to indicate whether or not a procedure is being followed. For the observation of FYCSP and ICP classrooms, three scales were developed: (1) Sequence Scale, (2) Check Off Scale, and (3) Dispersion Scale. These three scales were considered sufficient to measure the majority of the classroom behaviors specified for these programs.

1. Sequence Scale

For both the ICP and FYCSP, certain general instructional procedures are stressed throughout the training systems. These procedures are used during the presentation of most instructional materials. After some experimentation with different measurement procedures, a simple shorthand coding procedure was devised to measure them. These codes are incorporated into the Sequence Scale which records all pupil/teacher interactions (see Table 1).

This scale works in the following manner. Every time one of the behaviors occurs during the presentation of instruction, the observer records the appropriate symbol. These include both the teachers' and pupils' behaviors. For example, when the teacher presents a stimulus for her students to respond to, the observer would write the letter "S" for stimulus. If a student responds with the correct answer, the observer would write the letter "C" for correct response. Using the entire scale results in a sequence of symbols which can be decoded. From this sequence it can be determined not only if the teacher was following the specified behaviors but the proportion of times she does so in the appropriate situation.

Table 1

ICP CLASSROOM OBSERVATION

SEQUENCE SCALE

This scale is a shorthand method for recording the frequency of ten instructional behaviors which may occur during a SWRL lesson. It consists simply of the ten symbols listed and defined below:

- S Stimulus--request a response
- R Repeat stimulus--a stimulus that had just been presented to the same pupil(s) or the previous pupil(s)
- D Designate respondent(s)--teacher specifies who is to respond to the stimulus
- G Group (more than 1 pupil) response
- C Correct individual response
- I Incorrect individual response
- F Feedback (positive)--verbal confirmation of a correct response
- N Negative feedback--informing the pupil that his response was incorrect
- A Answer--giving the correct response (by teacher)
- H Hint--giving additional information designed to elicit a correct response

1. At the top of the page indicate:
   a. district
   b. school
   c. teacher
   d. class
   e. aide
   f. unit
   g. activity or lesson
   h. observer
   i. starting time
   j. ending time

2. For each type of instruction observed, indicate:
   a. start time
   b. type of instruction
   c. end time

3. Every time one of the ten behaviors occurs, record the appropriate symbol.

4. Each time a new individual or group is called upon, make a slash (/) or leave a space.

5. Record symbols horizontally across the page from left to right.

2. Check Off Scale

The Check Off Scale was designed to determine when those procedures which have a low frequency of occurrence are observed during the observation period. These are usually procedural behaviors which are program specific as opposed to those included on the Sequence Scale which measure the general instructional behaviors used in both programs. The Check Off form varies for each program, but basically consists of the procedures grouped according to specific instructional activities (e.g., flashcard lesson or daily assessment). The description of each procedure is followed by two response positions where the observer can indicate whether or not the prescribed procedure was followed. An example of this type of form is included in Appendix B. This particular form was used with the Instructional Concepts Program.

3. Dispersion Scale

A Dispersion Scale was devised to measure the relative frequency and distribution of pupil responses across various pupil subgroups in the FYCSP and ICP. The teacher is asked to call on all pupils an equal number of times, call on boys as often as girls, and each pupil between 3 and 6 times during a lesson. These behaviors were measured by drawing a set of circles indicating the seating positions of the pupils. A mark was then made in the appropriate

circle whenever a pupil was called on during the observation. Blue circles were used to indicate boys and red circles to indicate girls. An equal number of marks in each circle with the total number for each student between 3 and 6 would indicate that the teacher was following the suggested procedures.

Training Observers

The importance of training observers to correctly use the observation scales developed is an important but often disregarded part of the measurement process. An earlier paper by Hylton and Quellmalz[1] has discussed this problem and some of the procedures followed at the Laboratory in training observers. The procedures developed to train Laboratory personnel to use each observation scale developed are discussed in the following sections:

1. Check Off Scale

   The Check Off Scale provided no particular problems in observer training. All that was required of the observers was that they be familiar with the training system of the program being observed and thus know when each procedure should be used and when it was used correctly. Most of the observers had participated in the development of the training systems and were familiar with them. Those that had not were familiarized with the correct procedures through simulated teacher training sessions conducted at

[1] John Hylton and Edys Quellmalz, "Development of an Observer Training Video Tape Sequence," Educational Technology, Vol. 10, December 1970, pp 53-55.

the Laboratory. In these simulated training sessions the observer played the role of the teacher.

2. Sequence Scale

Training observers in the use of the Sequence Scale was a much more elaborate effort involving the use of video tapes of simulated FYCSP and ICP lessons. Scripts were prepared for each program using actual lesson materials. These scripts simulated instructor/pupil interactions and were developed with three criteria in mind:

1. To include all behaviors to be observed using the Sequence Scale.
2. To introduce the behaviors slowly, progressing from less to more complex behavior sequences.
3. To provide much practice on a variety of behavior sequences.

Appendix C contains examples of the scripts used to simulate classrooms using SWRL programs.

Video taping was done using Laboratory staff members. The staff members simply followed the scripts with one member taking the role of "teacher" and the others taking the roles of the "students." In this way, the tapes were developed showing a "class" behaving in a predetermined manner.

The scripts ranged in complexity. They progressed from the presentation of a few specific behaviors, presented at a slow pace, to more elaborate arrangements of behaviors occurring at a faster rate.

The observers were trained by first showing them the tape that displayed the simple behavior sequences. The coding system was explained as the behaviors occurred. The tape was stopped, started, and rewound as necessary to familiarize the observers with all the behaviors and related symbols. Once the observers were familiar with the symbols, the tape was played with fewer stops. At this point, the observers started working with the tapes that demanded faster responses and more complex symbol arrangements. Because the content and sequence of behaviors on the tape was known and fixed, the observers had a standard against which to compare their own recording of what took place. The observers were provided with this information and were, therefore, able to practice until their recording was perfect.

3. Dispersion Scale

The same video tapes described above were used to train observers in the use of the dispersion scale. The observers were told how to prepare the circles on the recording form indicating the pupils' seating positions as well as how to mark the appropriate circle whenever the teachers call on

a pupil. The slower paced tapes were shown first. After the observers learned to use this scale, they proceeded directly to the faster paced tapes. Once again, the observers had a correctly prepared form to use as a standard for comparison.

Data Analysis Procedures

Once the observations were completed, the raw data had to be decoded and analyzed. Each of the scales required slightly different analyses.

1. Check Off Scale

   The analysis of the Check Off Scale data is quite simple and consisted of a tally of the number of "Yes" and the number of "No" checked on all forms turned in for a given program. The extent to which specified procedures were being followed was indicated by the percentage of classes observed in which the prescribed procedure was followed.

2. Dispersion Scale

   The analysis of the data found on the Dispersion Scale is also straightforward. Means, range, and standard deviations of the number of responses across pupils provided a measure of the teacher's adherence to the program specifications. Combining the responses across categories (i.e., boys or girls, group vs. individual) provided a measure of the use of the prescribed procedures by each teacher.

3. Sequence Scale

Decoding the classroom observation required several steps. The first step was to formulate a list of what individual behavior sequences were to be tallied (see Table 2). Then the number of times each sequence occurs and the number of situations in which it should have occurred are counted. Using these numbers the percent of time the appropriate behavior occurred during the observed lesson is calculated.

The following example illustrates these steps for the procedure teachers should follow after receiving an incorrect answer or a non-response. In this situation, the teacher is to tell the student the correct answer and then repeat the stimulus to the same student. To obtain the percentage of times the teacher performed this procedure, two counts are made: (1) the number of times the behavior/procedure had the opportunity to occur, i.e., the number of times a student failed to answer or did so incorrectly, and (2) the number of times after it occurred that she followed the prescribed behavior sequence.

The number of incorrect answers (indicated by the symbol "I") after a stimulus and the number of non-responses (indicated by no symbol of response after a stimulus) give the number of opportunities the teacher had to perform the behavior. Giving the answer and repeating the stimulus (indicated by the symbol "AR") indicated the specified behavior sequence was given after an incorrect answer or non-response. Thus, four symbol sets must be counted:

Table 2

A	Time - start to finish
B	Number of Sequences
C	Number of S
D	Number of D
E	Number of C
F	Number of G
G	Number of I
H	Number of N
I	Number of H
J	Number of V
K	Number of D after S or D after SV
L	Number of F after C before S, R, or /
M	Number of AR after I before S, or /
N	Number of FA or AF after G before S, R, or /
O	Number of R (initially)
P	Number of D following R
Q	Number of R (total)
R	Number of S (initially)
S	Number of ?
T	Number of non-responses
U	Number of AR after a non-response

A. Number of I's
B. Number of non-responses
C. Number of AR's after I
D. Number of AR's after non-responses

A and B indicate the number of potential occurrences of the behavior AR. C and D indicate the actual number of times the behavior AR occurred. Dividing C + D by A + B and multiplying by 100 gives the percent of times the teacher exhibited appropriate behavior after an incorrect answer or non-response. The same procedures are followed for the other behaviors utilizing the following general formula:

$$\frac{\text{Number of times behavior occurred} \times 100}{\text{Number of opportunities for behavior to occur}} = \text{Percent of behavior occurrence}$$

A tally sheet to record the number of occurrences of a behavior or behavior sequence was prepared (see Figure 1). Each symbol or sequence of symbols on the list was given a letter which corresponds to a letter on the tally sheet and a box to record the number of occurrences of that symbol or sequence of symbols.

Interpreting Results

The summary data on specific variables which the classroom observations yield were interpreted and further analyzed in several ways. Certain variables corresponding to specific aspects of classroom behavior drawn from each of the three instruments were evaluated relative to a fixed standard or criterion. For example a pupil response rate of 6 or more per minute was suggested for the FYCSP. Using this criterion, the

ICP Classroom Observation Tally

DISTRICT	SCHOOL	TEACHER	CLASS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
	Glen Alto	Miller	AM	7	36	27	16	16	19	2	1	1	1	5	8	0	5	8	1	11
	Castman Avenue	Radway	PM	9	34	31	11	16	19	2	1	0	3	6	15	0	5	3	1	6
	Castman Avenue	Tate	AM	5	13	12	5	0	13	0	0	0	0	0	0	0	3	1	0	2
	Barton Hill	Pasco	AM	18	39	35	11	11	26	3	0	2	0	1	11	0	7	4	0	6
	Barton Hill	Mc Neice	AM	15	44	42	10	9	33	1	1	1	1	6	7	0	2	2	0	2
	El Dora-do	Gilder	AM	10	8	8	2	2	6	0	0	0	0	0	2	0	0	0	0	0
	Purche	Conolly	PM	18	28	22	21	12	3	1	0	3	12	11	5	0	0	6	5	7
	Purche	Berg	PM	10	22	17	21	15	6	4	0	4	10	12	9	0	0	4	3	12

Figure 1

ICP Classroom Observation Tally

DISTRICT	School	Teacher	Class	R	S	T	U	V										
		Miller		11	0	3	0											
		Padway		14	0	0	0											
		Tate		0	0	0	0											
		Pasco		11	1	0	0											
		McNeice		9	0	2	0											
		Silber		2	0	0	0											
		Conolly		19	10	4	0											
		Berg		12	3	3	0											

Figure 1
(continued)

proportion of teachers who reached or exceeded this level could be determined. Based on the proportion considered acceptable, decisions were made as to the acceptability of the performance observed.

In other situations where fixed criteria were not available for a variable, the variable was described and interpreted using norm referenced procedures. The mean and standard deviation for the variable within and across classrooms was obtained and evaluated.

Conclusions

The procedures followed in developing classroom observation procedures yield useful information for evaluating teachers' classroom behaviors in using the FYCSP and ICP. Further, many of the procedures developed and described may be adapted for use with other instructional programs. The information provided by the classroom observations coupled with other evaluation data can provide a basis for meaningful revisions to teacher training systems.

APPENDIX A

General Teaching Procedures

1. Call on as many different children as possible during each activity and keep the pace moving rapidly. A good rule is "maximize participation and minimize explanation," since young children learn well from practice followed by information on the accuracy of their performance.

2. Call on boys as often as girls.

3. Call on non-volunteers at least as often as volunteers.

4. Call on individual children much more frequently than on groups of children. Call on groups (e.g., the entire class, all boys, all girls, or other sub-groups of the class) primarily when the children are first learning a new concept.

5. Call on the child who is having some difficulty in learning a concept at least as often as the child who is having no difficulty.

6. Ask the question before calling upon a child name. For example, "What color is the ball---Freddy." This increases the chances that all children will listen to the question and think of the answer, since they don't know who will be called on until the question is asked.

7. Each time a child answers a question correctly, make a brief positive remark (e.g., "Good;" "That's right;" "Very good, Johnny;" etc.) to let him know that he has responded correctly.

8. When a child gives an incorrect answer to a question, do not tell him directly that his answer was incorrect. Instead, tell him the correct answer and then repeat the question and have him answer it correctly.

9. When a child can not answer, simply have him look at the object, tell him the answer, and immediately ask him to repeat it.

10. Changing answers should not be encouraged. If an answer is changed, a circle should be placed around the box that is not wanted and an X in the one that is chosen as the answer.

11. When administering Criterion Exercises, give instructions clearly one time only.

Teacher's Manual	General Instructional Procedures - Tape	Teacher's Workbook for General Instructional Procedures	Manual and Material Overview	Assessment and Review Lesson - Tape	Procedure Card - Program Resource Kit
App. A	Frame 22				
App. A					
App. A					
App. A				Frame 30	
App. A					
App. A	Frame 23				
App. A	Frame 42	Pg. 5			
App. A	Frame 48	Pg. 6			
App. A	Frame 50	Pg.6			
				Frame 17	
				Frame 18	

12. The Class Record Sheet should be posted on a bulletin board so that students can see it.

13. It is important that children receive both of the Practice Exercises.

14. The teacher should spend at <u>least twice</u> as much time in individual practice as she does in group practice, group games, or teacher presentation.

15. A portion of each day should be devoted to activities which allow each child to respond individually <u>3 to 6 times</u>.

16. In addition to <u>confirming choral responses</u>, you should also repeat the correct answer.

<u>Procedures for Daily Assessment</u>

17. Obtain the Daily Assessment Card for the lesson from the Program Resource Kit.

18. Find the column with the number of the day's lesson at the top.

19. Ask each student with a white space in the column of the lesson being assessed to answer the questions you read from the Daily Assessment Card.

20. For each pupil, record in the white space a "+" if all questions are answered correctly, and a "-" if any questions are answered incorrectly.

21. Count the number of minus signs in the column and record at the bottom of the column.

22. Decide if additional practice is needed.
    a. If there are fewer than two minuses, the entire class goes on to the next lesson.
    b. If there are two or more minuses, the class should receive additional practice. Use games, flashcards, or concept cards.

Teacher's Manual	General Instructional Procedures - Tape	Teacher's Workbook for General Instructional Procedures	Manual and Material Overview	Assessment and Review Lesson - Tape	Procedure Card - Program Resource Kit
				Frame 26	
				Frame 36	
	Frame 20				
	Frame 34	Pg. 4		Frame 39	
	Frame 43				
App. E					
App. E					
App. E			Pg. 4		
App. E					
App. E					
App. E					CARDS Act 3 #3

Daily Instructional Procedures

Activity 1 Story Reading

23. Read the story to the class. When you read an underlined section, call attention to the appropriate portion of the Story Illustration Poster.

24. After the story, ask individual children to: Name the concept. (What color is the balloon?) Find on the Illustration Poster examples of the concept you state. ("What is yellow?")

Activity 2 Concept Books

25. Ask pupils to turn to the double page illustration for the day's lesson.

26. Ask the questions printed on the back of the story card.

Activity 3 Daily Assessment

27. The Daily Assessment Sheet indicates which children to access.

28. Assess each child individually by asking each of the questions on the Daily Assessment Card for the lesson.

29. If two or more children miss any of the questions, provide one additional activity that day for the entire class.

Flashcards

30. Ask individual pupils to tell you the name of the object which illustrates the concept you state. ("What object is red?")

31. Ask individual children to name the concept. ("What color is the wagon?")

Teacher's Manual	General Instructional Procedures - Tape	Teacher's Workbook for General Instructional Procedures	Manual and Material Overview	Assessment and Review Lesson - Tape	Procedure Card - Program Resource Kit
App. B					Card . 1
					Card . 1
					Card . 1
App. B					Card . 1
App. B					Card . 1
App. B					Card . 1
App. B					Card . 1
					Card . 1
					Card . 1

Concept Cards

32. Use as many of the colored shapes as your wish.

33. Arrange them on a chalk tray or a table and ask individuals to name the concept. (What color/shape is this?")

34. Ask individuals to name several concepts as you point to them. ("What color is this one, this one, this one?")

Games

35. Each game card explains the specific procedures for the game.

Procedures for Criterion Exercises

Administering

36. Pass out a Criterion Exercise and apencil to each child.

37. Direct the pupils to begin at the first page (page with cat at top).

38. Direct pupils to find Row 1.

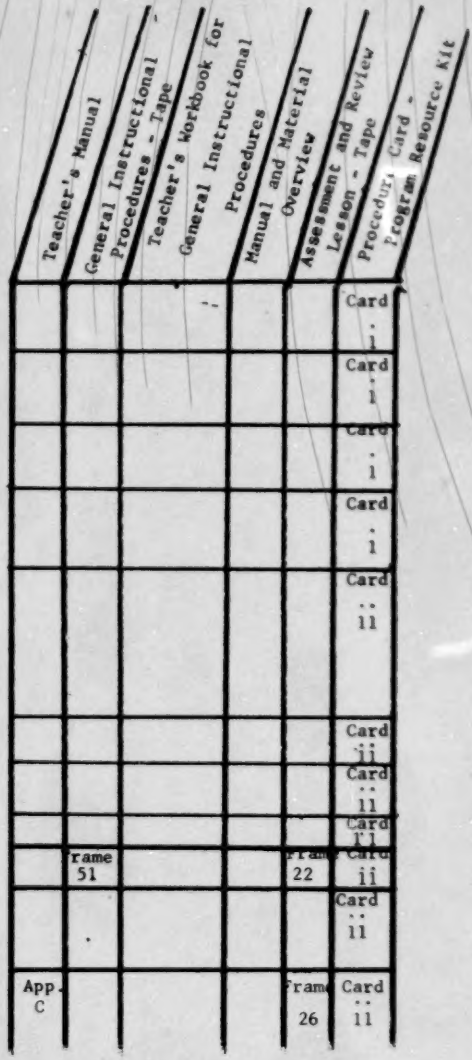
39. Read questions from the Criterion Exercise Direction Card to the class.

40. Help children find the correct page and row, but DO NOT give clues or hints about the correct answer.

Scoring

41. Use the scoring key at the botton of the Criterion Exercise Direction Card.

42. Write each child's score on the Class Record Sheet.



Teacher's Manual	General Instructional Procedures - Tape	Teacher's Workbook for General Instructional Procedures	Manual and Material Overview	Assessment and Review Lesson - Tape	Procedure Card - Program Resource Kit
App. C				[illegible] 27	[illegible] 11
App. C			Pg. 5	Frame 38	Card ... 11
App. C				Frame 31 and 36	Card ... 111
					Card ... 111
					Card ... 111
					Card ... 111
					Card ... 111
					Card ... 111
					[illegible] 111
					Card ... 111

43. For children who earn 10 points or more, post achievement stars on the Class Record Sheet.

44. For children who earn less than 10 points: Administer Practice Exercises individually. Post achievement stars for all pupils who did not earn them on the first Criterion Exercise.

Review Lessons Procedures

Individual Administration

45. Refer to the Criterion Exercise Record Sheet. If a student scored less than 10 points, administer both Practice Exercises A and B for that Unit. Practice Exercises A and B may be given on different days.

46. If possible, administer Practice Exercises individually; if not, use the following group administration procedures.

Group Administration

47. Give each student a Practice Exercise.

48. Ask students to point to the question number. Check to see if all are pointing to the correct place.

49. Read the vertically printed directions to the students.

50. Monitor responses:
    If students are asked to point, either:

    Tell students which object they should be pointing to (the chair, the bat).
    Ask a student to name the object he is pointing to (the ball, the tree).

51. At the end of each page, request an individual response to each question on the page (e.g., "What color is the bell in row three, Tommy?" or "in row two, point to the yellow bird, Mary.")

APPENDIX B

District _____ Teacher _____ School _____ Class _____

Observer _____ Aide _____ Start time _____ End time _____

Unit _____ Lesson _____ Date _____

A. Was more than one lesson given? Yes __ No __

B. STORY BOOK (+sequence) start time _____ end time _____

1. Did the teacher point to the concept every time or almost every time she came to an underlined portion in the story book? Yes __ No __

2. After the story, did the teacher ask the pupils to:
   a. name the concepts? Yes __ No __
   b. point to the concepts on the storyboard Yes __ No __

C. CONCEPT BOOK (+sequence) start time _____ end time _____

1. Did the teacher use all or most all the questions on the back of the story card (or in the back of the concept book)? Yes __ No __

D. DAILY ASSESSMENT start time _____ end time _____

1. Did the teacher use the Daily Assessment Sheet? Yes __ No __

2. Were the pupils assessed individually? Yes __ No __

3. Did the questions come from the Daily Assessment Card? Yes __ No __

4. a. Did more than 1 pupil miss more than 1 item? Yes __ No __

   b. If yes, was additional activity provided Yes __ No __

E. FLASHCARDS (+sequence) start time _____ end time _____

1. Did pupils name the object which illustrated the concept? Yes __ No __

2. Did pupils name the concept? Yes __ No __

F. CONCEPT CARDS (+sequence) start time _____ end time _____

1. Did pupils name the concept pointed to? Yes __ No __

2. Did pupils name several concepts insuccession as they were pointed to? Yes __ No __

G. CRITERION EXERCISE start time _____ end time _____

Did the teacher:

1. Direct the pupils to find the first page? Yes __ No __

2. Direct the pupils to find the first row? Yes __ No __

3. Read the questions from the Criterion Exercise Direction Card? Yes __ No __

4. Give clues or hints Yes __ No __

5. Write the scores on the Class Record Sheet? Yes __ No __

6. Gives stars to those with scores of 10 or more? Yes __ No

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H. PRACTICE EXERCISE (+sequence) start time _____ end time _____

1. Administered individually? Yes __ No __

If no, did the teacher: (questions 2a-2e)

2a. Ask the pupils to point to the question number? Yes __ No __

2b. Check to see that pupils were pointing to the correct question number? Yes __ No __

2c. Read the directions to the pupils? Yes __ No __

2d. when pupils were asked to point:

(1) tell the pupils which object they should be pointing to? Yes __ No __

(2) ask a pupil to name the object he is pointing to? Yes __ No __

2e. at the end of the page, request an individual response to each question on the page? Yes __ No __

3. Did the teacher indicate that the P.E. had been completed by placing a check by the pupil's name on the Criterion Exercise Record Sheet? Yes __ No __

I. GAME (+sequence) name start time end time

_____ _____ _____

_____ _____ _____

_____ _____ _____

J. OTHER (sequence?) start time _____ end time _____

description: _____

_____

_____

_____

K. IF THE TEACHER USED UNUSUAL OR NON-SWRL PROCEDURES DURING THE LESSON, DESCRIBE THESE PROCEDURES BELOW AND/OR ON THE BACK OF THIS PAGE.

APPENDIX C

TEACHER: Class, turn in your Concept Books to page 2 and 3. (Class opens books). Altogether now, -- point to the back of the train (Class points to the back of train). That's right. Point to the front of the train. (Class points to front of train). Good. Now point to the mouse. (Class points to the mouse) Very Good. Is the mouse at the front or back of the train ---------Sam?

SAM: At the front of the train

TEACHER: That's right.

Everyone, point to the cars in the middle of the train. (Everyone points). That's right. Point to the bug. (Class points to the bug). Good. Is the bug at the front, the middle, or the back of the train ---------- ----- Carol?

CAROL: The bug is at the end of the train.

TEACHER: That's right Carol, the bug is at the end of the train.

Point to the monkey -------Michael.

Michael: (Points to the monkey)

TEACHER: That's right. This is the monkey (Point to the monkey). Is the monkey at the front, the middle, or the back of the train ---------- John?

JOHN: The monkey is in the middle of the train.

TEACHER: Good. The monkey is in the middle of the train. Kay, point to something at the back of the train. What is it?

KAY: (Points to the duck) It's a duck.

TEACHER: Good. Point to something at the front of the train Sharon. What is it?

SHARON: (Points to the smoke) It's smoke.

TEACHER: That's good Sharon. Now, turn to page 4 and 5 (Class turns the page). Point to the top of the fish bowl ------ Sam.

SAM: (Points to the <u>bottom</u> of the fish bowl)

TEACHER: Point to the bottom of the fish bowl ------ Carol.

CAROL: (Points to the top of fish bowl.)

TEACHER: Point to the sand ------- Michael.

MICHAEL: (Points to the sand)

TEACHER: Very good. This is the sand (Points to the sand). Is the sand at the top or the bottom of the fish bowl ------ John?

JOHN: It's at the top of the fish bowl.

TEACHER: John, the sand is at the bottom of the fish bowl (Points to the sand). Now you point to the sand and tell me if it's at the top or bottom of the fish bowl.

JOHN: (Points to sand) It's at the bottom.

TEACHER: That's right, John. Point to the turtle ----- Kay.

KAY: (Points to a fish)

TEACHER: Kay, this is a turtle (Points to the turtle). The animal you have pointed to is a fish. Now Kay, point to the turtle.

KAY: (Points to the turtle)

TEACHER: That's right Kay. Is the turtle at the top or bottom of the fish bowl -------- Kay.

KAY: It's at the bottom of the fish bowl.

TEACHER: That is wrong Kay. Sam, tell Kay the correct answer. (?)

SAM: The turtle is at the top of the fishbowl.

TEACHER: That's right. It's at the top of the fishbowl. Now, point to the cat ---------- Sharon.

SHARON: (Points to the bug)

TEACHER: No, that's not the cat. Show Sharon which animal is the cat ----- Carol.

CAROL: (Points to the cat)

TEACHER: Yes, that's right Carol. Sharon ----- this the cat (Points to cat). Is the cat at the top, bottom or the side of the fishbowl ---- Michael?

MICHAEL: It's at the bottom.

TEACHER: No, it's not at the bottom of the fishbowl, Michael. The cat is on the side of the fishbowl. Now Michael, tell us if the cat is at the top, bottom, or the side of the bowl.

MICHAEL: The cat is on the side of the fishbowl.

TEACHER: Good Michael. Point to something on the side of the bowl, ------ Class.

CLASS: (Points to something on side of bowl.

TEACHER: (Looks to see response of class) You should either be pointing to the cat or the ladder which are on the side of the bowl. Good. Now, let's turn our books to page 6 and 7. (Class turns) Point to the man who is behind the post-office window -------- John.

JOHN: (Points to man behind window)

TEACHER: That's right. Point to the man standing in front of the boy ------ (Class raises their hands) ------ Kay.

KAY: (Points to boy in front of man).

TEACHER: Good. Is the boy in front of or behind the woman? (Class raises their hands) -------- Sharon.

SHARON: He's in front of the woman.

TEACHER: That's right, Sharon. He is in front of the woman. Everybody point to the house.

CLASS: (Points to the house)

TEACHER: Good. This is the house. Is it in front of the bug or behind the bug? (All raise their hands) -------- Sam.

SAM: The bug is in front of the house.

TEACHER: That's right. Is the house in front of the bug, or behind the bug? ---- ------Carol.

CAROL: (No response)

TEACHER: Carol.----- I am in front of you. Look at the house ----- is it in front of the bug, or behind?

CAROL: The house is in front of the bug.

TEACHER: Good Carol. Name something that is behind the bushes ------ Michael.

MICHAEL: A bathroom.

TEACHER: No. Name something that is in front of the man in the window ------ ------- John.

JOHN: Bars.

TEACHER: Good John. Name something that is behind the bug ------ Sharon.

SHARON: The door.

TEACHER: (That's an interesting answer look crops upon the teacher's face). Good. Sharon, what else is behind the bug?

SHARON: (Points to the top of the house).

TEACHER: What is it?

SHARON: An umbrella.

TEACHER: (Starts to say something, but.....) Yes. Good. Point to something in front of the man ---------- Kay.

KAY: (Points to the man)

TEACHER: That's right. The man is in front of the boy. Point to something behind the man --------- Sam.

SAM: (Points to the man behind the window)

TEACHER: No Sam. The boy and the woman are behind the man. Now Sam, point to something behind the man.

SAM: (Points to the boy and the woman).

TEACHER: That's right. Good.